DOCUMENT RESUME

ED 236 631 CS 207 906

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TITLE Writing Center Tutorial Record Form (WCTRF).
PUB DATE 80
NOTE 6p.; For related documents, see CS 207 904-945.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Postsecondary Education; Records (Forms); Secondary Education; *Student Teacher Relationship; Tutorial Programs; *Tutoring; *Writing Evaluation; *Writing Instruction
IDENTIFIERS *The Research Instruments Project; *Writing Laboratories

ABSTRACT

Designed to describe and assess the activities engaged in between a writing tutor and a student in a one-to-one writing conference, this survey contains two forms. The first records the student's major, native language, source of the writing task with which he or she needs help, and the student's perception of the problem. The second form, filled out by the tutor immediately after the conference, records specific information about the activities during the conference. This information can be entered onto computer score sheets, and after several such record forms have been collected and analyzed, profiles of student writers and conferencing activities can be drawn up. Validity, reliability and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (secondary through postsecondary and adult), purpose, and physical characteristics.) (HTH)

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Writing Center Tutorial Record Form (WCTRF).

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

CS207906

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Tom Reigstad

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Category: Writing

Title: Writing Center Tutorial Record Form (WCTRF)

Authors: Tom Reigstad, Ann Matsuhashi, and Nina Luban

Age Range: Senior High and Pose Secondary-Adult

Description of Instrument:

Purpose: To describe and assess the activities engaged in between a writing tutor and a student in a one-to-one writing conference.

Date of Construction: 1980

Physical Description: WCTRF is two forms. One form the student fills out on his or her first visit to a writing center. It provides information about the student's major, native language, scource of the writing task the student needs help with, and the student's perception of the problem. The second form the tutor fills out immediately after the conference. It records specific information about the activities during the conference. This information can be easily entered onto computer score sheets, and after several such record forms have been collected and analyzed, profiles of student writers and conferencing activities (writing problems most frequently cited by students, tutor's perceptions of most common problem, most frequent types of writing done by students, strategies most often employed by tutors) can be drawn up.

Validity, Reliability, and Normative Data:

The developers of WCTRF do not report any data of this type.

Related Documents:

Reigstad, Tom. "The Writing Place at Buffalo: The First Years." ADE Bulletin (September 1980), 31-35.

Luban, Nina; Matsuhashi, Ann; and Tom Reigstad. "One-to-One to Write: Establishing an Individual Conference Writing Place." English Journal (November 1978), 30-35.

Reigstad, Tom; Williamson, Michael; and Ann Matsuhashi. "The Buffalo City Schools 'Writing Place' Project: Evaluating the Effectiveness of a Supplemental Tutorial Writing Program." The English Record (Spring, 1980), 2-9.

"Writing Center Tutorial Record Form (WCTRF)"

Drop-in/First Visit

Writing Workshop Record Form
(This Form is Confidential)

Tutor's Initial_____
Date_____
Beginning Time_____

Name_____

Major_____

Sex 1. Female
2. Male

If you are a student in any of the following programs, please circle which one.

3. Business Administration
4. Liberal Arts
5. Education
6. Fine Arts
7. Transitional Services
8. Journalism

Please circle which classification pertains to you.

9. Freshman
10. Sophomore
11. Junior
12. Senior
13. Graduate Student
14. Community

Please circle your native language.

15. English
16. Spanish
17. Portuguese
18. Chinese
19. Korean
20. Vietnamese
21. Other_____

Please circle how you found out about the Writing Workshop.

22. Teacher
23. Times-Delphic
24. Poster/Flyer
25. Friend
26. Other_____

Please circle how many days until the writing task needs to be done.

27. Overdue
28. 1 day
29. Within a week
30. Within two weeks
31. Over two weeks
32. No deadline specified (rewrite)

Please circle what you think will be the length of this writing task.

33. 1-2 pp.
34. 2-6 pp.
35. 6-12 pp.
36. Over 12 pp.

What is the course title or number?_____

Who is the instructor?_____

What you would like the tutor to help you with:

37. Organizing information
38. Understanding the assignment
39. Staying on the topic
40. Getting started
41. Expanding a draft
42. Trimming a draft
43. Syntax (awkward sentences)
44. Usage, spelling, grammar
45. Other

TUTOR FILL OUT IMMEDIATELY AFTER CONFERENCE

Tutor's Initials_____
Date_____
Beginning time_____

Conference time

46. 0-15 min, 47. 15-30 min. 48. 30-60 min., 49. 60-90 min., 50. Over 90 min.

Discourse type

51. Fiction,
52. Explanatory/Informative,
53. Personal/Expressive
54. Persuasive

OR

55. An Abstract,
56. Resume,
57. Application,
58. Thesis,
59. Other_____

What did you primarily spend the most time doing? (Circle one)

Writer Had No Draft

60. Understanding the assignment
61. Considering Rhetoric (Audience/voice)
62. Discussing the "writing process" (conference building)
63. Locating information (suggesting resources)
64. Compiling ideas (questioning, making lists)
65. Organizing ideas (outlining) etc.
66. Other_____

OR

Writer Had a Draft

67. Understanding the assignment
68. Considering Rhetoric (audience/voice)
69. Discussing the "writing process" (conference building)
70. Reordering a draft
71. Deleting information in a draft
72. Expanding a draft
73. Usage, spelling, grammar
74. Other_____

What did you think the writer's primary need was? (Circle one)

75. Organizing information
76. Understanding the assignment
77. Maintaining focus
78. Getting started
79. Getting unstuck
80. Expanding a draft
81. Trimming a draft
82. Confidence
83. Perceiving audinece or persona
84. Syntax
85. Usage, spelling, mechanics
86. Unaware of need
87. Other (please elaborate)

What strategy did you primarily use? (Circle one)

88. Questioning
89. Retelling
90. Listening
91. Suggesting alternatives

What did you recommend at the conclusion of the conference? (Circle one)

92. Nothing
93. Revisit the Writing Workshop
94. Visit Reading and Study Skills Clinic
95. Recommended a self-help material
96. Other (please elaborate)_____